**Downingtown Middle School/Lionville Middle School**

**Socratic Seminar and Affinity Mapping Session**

**February 15, 2017**

**Time/Planning**

* How do we plan collaboratively?
* How do we fit in the curriculum?
* How do we get to a safe place where we feel comfortable balancing the curriculum? \*
* How free are we to design/plan?
* What do we take out/put in? \*\*
* How do we build in department/team/cross-team planning? \*\*
* Could we come up with common themes in the curriculum?
* If we move to top down implementation (teacher plans), does it take away kids’ freedoms?
* When do the ideas come from the kids?
* How do we make our kids comfortable with the process so what they see is a challenge teachers would be concerned about? (i.e. kids pitch to teachers a challenge)
* How can we make the traffic slow down where my grandmother walks? (Model of what we want kids to be able to ideate on their own.) \*\*
* Can we talk to 6th-Grade Center?
* Is this happening at the high school?
* Aren’t teams the opportune time to do this? (Planning)
* How do we get encores and other teams involved?
* Isn’t relevancy the same as “guess what I did?” \*\*

**Risk/Reward (Teachers/Learners)**

* How do we break free from Testing Scores?
  + Are we free to do this?
* Who determines what the “safe place” is? (\* See above category question)
* Who are the leaders in this and how do we follow them?
* What do we take out/put in? \*\*
* How do we build in department/team/cross-team planning? \*\*
* How do we identify in groups what kids complete?
* How can we make the traffic slow down where my grandmother walks? (Model of what we want kids to be able to ideate on their own.) \*\*
* Do we need more examples of schools that have increased PSSA scores?
* Is 6th-Grade Center following model?
* Do we need to step back? Could it be developmental?
* Where do we get support from administration to not focus on the test scores?
* How do we push middle school to transfer the skills/learning?
* What does authentic learning look like for the kid who doesn’t have the low level skills?
* How many kids are applying the skills in other classes?
* Isn’t relevancy the same as “guess what I did?” \*\*

**Technology Balance**

* How do we give kids opportunities to respond in “old school” ways?
* How do we balance with technology?
* Who says A, R, C has to be related to tech?
* Isn’t it important to teach how to interact face-to-face?
* Does it have to be all tech of just a portion of it?
* Could we take kids to computer lab instead of using iPads?
* Database of project from which we can learn?